

# Santa Rosa 2018-19 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

**District Contact:** Patti McKnight

**Contact Email:** [mcknightp@santarosa.k12.fl.us](mailto:mcknightp@santarosa.k12.fl.us)

**Contact Telephone:** 850-983-5000

## District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	65	66	65	66	64	68	72

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	55	57	58	59	55	61	62

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	22	20	23	18	21	16	15
White/Hispanic	6	5	3	3	3	3	3
Economically Disadvantaged/Non-Economically Disadvantaged	23	21	21	18	21	16	15
Students with Disabilities/Students without Disabilities	45	42	43	38	42	34	30
English Language Learners/ Non-English Language Learners	40	37	32	30	36	29	27

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

After reviewing FSA data, district benchmark assessment data, 3<sup>rd</sup> grade retention and graduation data, and through collaboration with school administrators and teachers, decisions are made for expenditures from the reading allocation. For 2018-19, FSA data shows that Level 1 students at elementary and middle school grades are not making learning gains at a rate comparable to students who score Level 2 – Level 5. We have not found a consistent and reliable diagnostic tool to drill down to identify skill deficiencies at the student level. Funds this year will provide STAR Early Literacy, STAR Reading, and the ability to create custom formative assessments to provide better interventions in our MTSS process, especially for our Level 1 students. Our early intervention program focuses on the foundational skills of phonemic awareness, phonics, and fluency for grades K-3. Funding will continue to support training for new teachers, Academic Intervention Specialists, and administrators as required by HB7069.

EdStats data shows that our ESE subgroup needs intensive intervention in the area of reading. Training for teachers and administrators in UDL, Access Points within the standards, and differentiation in small group reading instruction for our most struggling learners will provide support for those areas. These were goals for last year, but the numbers of general education teachers who participated were not satisfactory.

Technology enhanced programs such as Mindplay Virtual Reading Coach and Imagine Learning will be purchased for those Tier II/Tier III students who may not be responding to our small group differentiated model of instruction. Other materials such as Phonics for Reading may be purchased through reading allocation funds.

Reading Coaches will be funded for our schools in need to provide support in core literacy instruction, remediation programs and strategies, and data analysis.

**3. In regard to district-level monitoring of student achievement progress, please address the following:**

**A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

District level staff, to include the Assistant Superintendent for Curriculum, Instruction, and Assessment, the Literacy Coordinator, the Grade Level Director, the Director of Special Education, and the Director of Continuous Improvement will monitor the improvement of all students.

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

Our content area specialists, Grade level Directors, Director of Continuous Improvement, Director of Federal Programs, Director of Exceptional Student Education, and Assistant Superintendent of Curriculum and Instruction, and Assessment will continue to use

performance data from our quarterly district formative assessments (STAR and STAR Early Literacy) for grades K-10 and for Level 1 and Level 2 11<sup>th</sup>-12<sup>th</sup> grade students. Other sources of performance data may include intervention program assessment data and classroom assessment grades to determine areas for focus and improvement – by teacher, by grade level, by school – and then offer assistance to the principal and the school’s MTSS team.

**C. How often will student progress monitoring data be collected and reviewed by the district?**

Student progress monitoring data will be collected and reviewed by the district quarterly for all teachers, grade levels, and schools. If an area of need is identified, monitoring will be increased, resources reviewed, and the relevant support will be provided.

**4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?**

The Director of Continuous Improvement will work with district and school level MTSS teams to ensure fidelity for students not progressing towards district goals.

**5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

**A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

District Grade Level Directors work closely with school level administrators to ensure that classroom instruction is aligned to grade-level Florida Standards.

**B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?**

Administrators at each school site will utilize evidence from teacher observations, walkthroughs, and data chats. Teacher lesson plans can be formally and informally collected to demonstrate that instruction is aligned to grade-level Florida Standards and is based on data and student needs.

**C. How often will this evidence be collected at the district level?**

This evidence will be collected quarterly at the school site and district level MTSS team members will review with administrators 3 times each year.

**6. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

**A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

District Staff to include the Director of Instructional Technology and Professional Development and Grade Level Director, and content coordinators will be responsible for ensuring that schools have access to informational and technical text in all content areas in a variety of mediums.

**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

District level staff to include content area coordinators and Grade Level Directors will monitor and provide the opportunity for schools to have access to eBooks, videos through United Streaming, and other forms of media embedded in Florida Standards aligned curriculum materials, including but not limited to A& E and the Biography Channel. Media Centers play an important role in providing text in a variety of mediums in all schools. Circulation records provide media specialists and school administrators with the data needed to increase the volume and variety of texts based on student's needs. In addition, a platform called ClassLink will allow students and teachers to download educational applications (apps) to utilize online texts at various complexity levels.

**7. In regard to Universal Design for Learning (UDL), please address the following:**

**A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

Grade Level Directors and the Director of Exceptional Student Education will work with school level administrators to utilize quarterly informal evaluations to conduct walkthroughs and observations to monitor and collect evidence of Universal Design for Learning principles in the design and delivery of instruction in classrooms.

**B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

Evidence may include but not be limited to identified UDL principles in lesson planning and implementation, the use of eBooks, text-to speech access of materials, and whiteboard lessons. Walkthrough and follow up observations by administrators will follow UDL training to collect evidence of effective planning and teaching.

**C. How often will this evidence be collected at the district level?**

Grade Level Directors and the Director of Exceptional Student Education will work with school level administrators to collect evidence of UDL principles through quarterly informal evaluations.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

### **Research-Based Reading Instruction Allocation**

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

## **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The Director of Instructional Technology and Professional Development will work with the Literacy Coordinator to ensure that every professional development activity funded through the Research-Based Instructional Allocation is appropriately entered into the district Master Inservice Plan.

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$72,359.00

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

**Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?**

The Literacy Coordinator will work with the Director of Continuous Improvement and Director of Exceptional Student Education to ensure any training meeting the requirements of Section 102.585(3)(f) are entered in to the Master Inservice Plan and all reading coaches, classroom teachers, and school administrators have access to multiple opportunities to receive training sufficient to meet the requirements

**4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Professional development to meet the required training will be offered through either Title I, IDEA, or Research-Based Reading Allocation funds through collaborative grant planning.

**Reading/Literacy Coaches**

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

**1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

- Currently hold a valid Florida Teaching Certificate
- Three years of successful teaching experience at the elementary, middle, or high school level
- Hold K-12 Reading endorsement of K-12 reading certification
- Have met ESOL in-service requirements for the content area of assignment
- Have a successful experience conducting professional development activities in literacy and/or experience in other leadership roles
- Have demonstrated a commitment to continuing personal professional development to remain abreast of current trends in literacy education and the implementation of these trends in the classroom
- <https://srcsdhumanresources.weebly.com/instructional-job-descriptions.html>

**2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

The following schools will have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation assigned: Central, East Milton, W.H. Rhodes, Holley-Navarre Intermediate, Pea Ridge, Bennett Russell, Hobbs, King, Avalon and Bagdad Elementary. District coaches will provide support and professional development to any school not assigned a Reading/Literacy Coach.

**3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Reading/Literacy Coaches were placed at schools identified through data as having the greatest need in student proficiency in ELA, learning gains in ELA, and openness of administration and staff to the coaching model. Every effort is made to make the best match of school culture and reading coach personality/skill level.



**4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary: 7
- b. Middle: 3
- c. High: 0

**5. How is the effectiveness of reading/literacy coaches measured in your district?**

Follow-up/collaboration forms for modeled lessons; coaching conference forms to determine next steps; professional development follow-up forms; student work samples; teacher lesson plans; lesson reflection forms; administrative observation/walk-throughs following professional development; follow up survey (Padlet- sharing implementation of new knowledge; Excel survey). Teacher retention rates, student data, and survey information will be data used to measure the effectiveness of reading/literacy coaches.

**6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

This year there is a projected salary expenditure of \$730,000.00.

**Supports for Identification and Intervention of Students With Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

**1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

No Research-Based Reading Instruction Allocation funds will be used to provide reading intervention teachers in Grades K-5.

**2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

N/A

**3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:**

- a. Elementary:0
- b. Middle:0
- c. High:0

**4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

0

**5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

STAR and/or STAR Early Literacy for all K-10, and Level 1 and Level 2 11<sup>th</sup> and 12<sup>th</sup> grade students, Mindplay Virtual Reading Coach, Phonics for Reading, and Imagine Learning in small numbers for Tier II or Tier III intervention for some students, Teengagement Assessment Accelerator for high school struggling students, possibly iReady or Achieve3000 for middle school students in Intensive ELA courses.

**6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

An estimated total of \$288,780.00 is predicted to be expended on supplemental instructional materials, or interventions.

**7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

**8.**

Title 1 funds are used to provide every elementary school with an Academic Intervention Specialist. These interventionists provide remediation through Beverly Tyner's Small Group Differentiated Instruction Model to students identified through multiple data sources as needing the most intensive intervention. Materials are also purchased through these funds with approval through the Federal Programs Director, the Director of Technology and Professional Development, and the Literacy Coordinator. The Director of Exceptional Student Services provides materials, programs, and training in interventions to be used for students through IDEA funds, as well.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** April Martin, Elementary Director and Patti McKnight, Literacy Coordinator
- 2. Email Address:** [martina@santarosa.k12.fl.us](mailto:martina@santarosa.k12.fl.us) OR [mcknightp@santarosa.k12.fl.us](mailto:mcknightp@santarosa.k12.fl.us)
- 3. Phone Number:** 850-983-5000

**4. Please list the schools which will host a SRC:**

Bagdad, Berryhill, Dixon, East Milton, Holley-Navarre, Jay, Pea Ridge, W.H. Rhodes, Russell, and West Navarre

**5. Provide the following information regarding the length of your district SRC:**

- a. **Start Date:** June 11, 2018
- b. **Which days of the week is SRC offered:** Monday through Friday – there will be no school on July 4, 2018.
- c. **Number of instructional hours per day in reading:** 4 hours
- d. **End Date:** July 13, 2018
- e. **Total number of instructional hours of reading:** 96 hours

**6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes, all teacher selected to deliver SRC instruction will be rated highly effective as determined by their evaluation.

**7. What is the anticipated teacher/student ratio?**

There will be 1 teacher for every 10 students in attendance.

**8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

Reading Allocation Funds will not provide transportation for students in grades other than grade 3.

**9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

All 3<sup>rd</sup> grade students will take the STAR Assessment during the last two weeks of May. Small group instruction will take place during Summer Reading Camp based on student need. Students will have the opportunity to demonstrate growth through either the successful completion of the approved Portfolio or a STAR score of 50<sup>th</sup> percentile. The STAR Assessment data will be compared between the 3<sup>rd</sup> grade group and the Summer Reading Camp group to determine if instruction during Summer Reading Camp impacted learning.

### **300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found as Appendix C.

### **Budget Review**

Estimated proportional share distributed to district charter schools	\$7,500.00
District expenditures on reading coaches	\$730,000.00
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$288,780.00
District expenditures on professional development	\$72,359.00
District expenditures on summer reading camps	\$175,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$1,273,639.00
Amount of district research-based reading instruction allocation for 2018-2019	\$1,273,639.00

## APPENDIX A

# LITERACY – UNDER ONE UMBRELLA

- HB 7069
- Data Chats
- Literacy Plan
- Interventions/MTSS
- Professional Development

## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  - 1) Scaled score of 497-529
  - 2) Scaled score of 438-496
  - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

**Grades K-5 Identification/Intervention Decision Tree**

**Chart D1: K-5** The STAR or STAR Early Literacy diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve to their highest ability level. Students are identified and will receive instruction based on the MTSS process. A Progress Monitoring Plan (PMP) will be developed to identify and address the child’s reading deficiencies and shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.

Grade Level	Benchmark Assessment	If	Then
<p align="center"><u>Kindergarten</u></p>	<p align="center">STAR Early Literacy Florida Kindergarten Readiness Screener within the first 30 days of school, STAR Early Literacy will be administered again in early December, and mid-March to early April.</p>	<p>Student scale score:</p>	
		<p>497-529</p>	<p>Utilize ranking sheets containing other readiness indicators to determine intervention needs. Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.</p>
		<p>438-496</p>	<p>Utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators to identify focus skills and provide a learning pathway. Supplemental differentiation and more frequent monitoring will be provided. A Progress Monitoring Plan (PMP) may be triggered by the classroom teacher if the need for intervention is indicated.</p>
		<p>437 and below</p>	<p>Utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators to identify focus skills and provide a learning pathway. Supplemental differentiation to provide explicit, systematic intervention and more frequent progress monitoring will be provided. Schools, with the oversight of the district, will trigger a Progress Monitoring Plan (PMP).</p>

Grade Level	Benchmark Assessment	If	Then
<p style="text-align: center;"><u>1<sup>st</sup> Grade</u></p>	<p style="text-align: center;">STAR Early Literacy will be administered within the first 30 days of school, again in early December, and mid-March to early April.</p>	SEL Student scale score:	
		<p>639 and above</p> <p><b>*Students who score 775 and above</b></p>	<p>Utilize ranking sheets containing other readiness indicators to determine intervention needs. Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.* <b>May be assessed with STAR Reading Assessment.</b></p>
		552-638	<p>Utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators to identify focus skills and provide a learning pathway. Supplemental differentiation and more frequent monitoring will be provided. A Progress Monitoring Plan (PMP) may be triggered by the classroom teacher if the need for intervention is indicated.</p>
		551 and below	<p>Utilize the STAR Early Literacy diagnostic report and ranking sheets containing other readiness indicators to identify focus skills and provide a learning pathway. Supplemental differentiation to provide explicit, systematic intervention and more frequent progress monitoring will be provided. Schools, with the oversight of the district, will trigger a Progress Monitoring Plan (PMP).</p>



**Grades 2-5 –Benchmark Assessment – STAR – to be administered during the first 30 days, early December, and mid-March to early April**

<b>IF: STAR Grade Equivalency Score on or above level or FSA Levels 3-5</b>	<b>IF: STAR Grade Equivalency Score up to one year below grade level or FSA Level 2</b>	<b>IF: STAR Grade Equivalency Score one year or more below grade level or FSA Level 1</b>
<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide differentiated small group instruction using appropriate leveled text.</li> <li>Provide a variety of opportunities to strengthen content reading and writing</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>HMH Journeys (CCRP)</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>CPALMS activities</li> <li>Paired and independent reading across various genres</li> <li>Extension of activities through technology/STEAM</li> </ul>	<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Compare to other assessment data (HMH Journeys i.e. unit tests, ranking sheet data)</li> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide enhanced instruction in the high level reasoning skills</li> <li>Provide additional strategies for text reading efficiency (comprehension and fluency).</li> <li>Provide differentiated small group instruction to determine and focus on student specific need.</li> <li>Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block and (iii).</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>HMH Journeys (CCRP)</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after</li> <li>Delivery during the 90 minute reading block + iii – 30 minutes</li> <li>FCRR Literacy Center Follow-up</li> <li>CPALMS activities</li> <li>Paired and independent reading across various genres</li> <li>Extension of activities through technology/STEAM</li> <li>Beverly Tyner’s Differentiated Word Study</li> <li>Phonics for Reading</li> <li>Mindplay Virtual Reading Coach</li> <li>Imagine Learning</li> <li>MTSS Chart</li> </ul>	<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Compare to other assessment data to identify whether a student has a substantial reading deficiency. (i.e. HMH Journeys’ Unit tests, ranking sheet data that includes Rigby levels, Fountas and Pinnell, Reading A-Z levels, and STAR) See Chart</li> <li>Determine Phonemic Awareness or Phonics level through assessment data</li> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide targeted differentiated small group instruction to meet individual student need.</li> <li>Students scoring in the lowest 25% may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block and (iii).</li> <li>Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success.</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>HMH Journeys (CCRP)</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies</li> <li>Delivery during the 90 minute reading block + iii -30 minutes</li> <li>FCRR Literacy Center Follow-up</li> <li>CPALMS activities</li> <li>Paired and independent reading across various genres</li> <li>Extension of activities through technology/STEAM</li> <li>Beverly Tyner’s Differentiated Word Study</li> <li>Phonics for Reading</li> <li>MTSS Chart</li> </ul>

- **Santa Rosa Chart D2: 6-8: All students will receive core standards instruction through Language Arts or Advanced Language Arts course.** The STAR diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve their highest ability level. **Flexibility options:** All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students in ELA courses with highly qualified and/or highly effective teachers. These students will be monitored and adjustments made to placement if data indicates that they are not making progress. A Progress Monitoring Plan (PMP) will be triggered by the district for all FSA ELA Level 1 and Level 2 students and developed to identify and address the student’s reading deficiencies and shared with the student’s parent. Revisions may be made as needed.

<p><b>IF:</b> <b>STAR Grade Equivalent Score is one year below grade level or FSA Level 2</b></p>	<p><b>IF:</b> <b>STAR Grade Equivalent Score is more than one year below grade level or FSA Level 1</b></p>
<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>• Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class.</li> <li>• Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>• Provide additional strategies for text reading efficiency (comprehension and fluency).</li> <li>• Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups.</li> </ul> <p><b>Programs and Possible Materials:</b></p> <ul style="list-style-type: none"> <li>• HMH <i>Collections/Springboard</i> (CCRP)</li> <li>• CPALMS activities</li> <li>• Paired and independent reading across various genres</li> <li>• DBQ or Mini Q’s in Literacy</li> <li>• Materials from NewsELA, CommonLit, and other resources</li> <li>• Extension of activities through technology/STEAM(Science, Technology, Engineering, Arts, and Mathematics)</li> <li>•</li> </ul>	<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>• Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher.</li> <li>• Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>• Students scoring in this range will need additional intervention</li> <li>• Provide a variety of opportunities to strengthen content reading and writing</li> <li>• Provide targeted differentiated small group instruction to meet individual student need.</li> <li>• Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success.</li> </ul> <p><b>Programs and Possible Materials:</b></p> <ul style="list-style-type: none"> <li>• HMH <i>Collections / Springboard</i>(CCRP)</li> <li>• CPALMS activities</li> <li>• Paired and independent reading across various genres</li> <li>• Achieve 3000 or iReady</li> <li>• DBQ or Mini Q’s in Literacy</li> <li>• Materials from NewsELA, CommonLit, and other resources</li> <li>• Extension of activities through technology/ STEAM(Science, Technology, Engineering, Arts, and Mathematics)</li> </ul>

- **Santa Rosa Chart D3: 9-12: All students will receive core standards instruction through Language Arts or Honors Language Arts course.** The STAR Assessment will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards to students in grades 9 and 10 and to Level 1 and Level 2 11<sup>th</sup> and 12<sup>th</sup> graders to provide further instructional information so that students will achieve their highest ability level. Flexibility options: All students are monitored through the MTSS process. This will allow schools to make deliberate placement of low-performing students in ELA courses with highly qualified and/or highly effective teachers. These students will be monitored and adjustments made to placement if data indicates that they are not making progress. A Progress Monitoring Plan (PMP) will be triggered by the district for all FSA ELA Level 1 and Level 2 students and developed to identify and address the student’s reading deficiencies and shared with the student’s parent. Revisions may be made as needed.

<b>IF:</b> <b>STAR Grade Equivalent Score is one year below grade level or FSA Level 2</b>	<b>IF:</b> <b>STAR Grade Equivalent Score is more than one year below grade level or FSA Level 1</b>
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**Then:**

- Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course. ESE students may also be in a support/push-in ELA class.
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies
- Provide additional strategies for text reading efficiency (comprehension and fluency).
- Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups.

**Programs and Possible Materials:**

- *Springboard* (CCRP)
- CPALMS activities
- Paired and independent reading across various genres
- DBQ or Mini Q’s in Literacy
- Materials from NewsELA, CommonLit, and other resources
- Extension of activities through technology/STEAM(Science, Technology, Engineering, Arts, and Mathematics)
- Inquiry-based Learning Projects

**Then:**

- Remediation/Intervention may be provided in an additional Intensive ELA Course; ESE students are also in a support/push-in ELA class OR placement a Core Content Course with Reading certified/endorsed teacher support.
- Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies
- Students scoring in this range will need additional intervention
- Provide a variety of opportunities to strengthen content reading and writing
- Provide targeted differentiated small group instruction to meet individual student need.
- Students not responding to this intensive intervention will be further diagnosed and may receive instruction through additional or alternative materials in order to accelerate reading success.

**Programs and Possible Materials:**

- *Springboard*(CCRP)
- CPALMS activities
- Paired and independent reading across various genres
- *Teengagement Assessment Accelerator* Instructional materials
- DBQ or Mini Q’s in Literacy
- Materials from NewsELA, CommonLit, and other resources
- Extension of activities through technology/STEAM(Science, Technology, Engineering, Arts, and Mathematics)
- iReady

